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ABSTRACT

This paper examines and discusses two professional support and development programs for principals in Australia. Peer-Assisted Leadership (PAL) is a program implemented in Australia in the independent school sector. In 1993, a group of 14 principals from these schools participated in a modified version of PAL, PAL(A). Since then a number of other principals have also participated in this program. Part 1 of the paper offers background information on educational trends in Australia, PAL, PAL(A), and communication and support among participants through a newsletter. Part 2 describes the immediate and longer-term benefits of the program as reported by the first two groups of participants. Discussion of immediate benefits covers observing and being observed, reflexive leadership, and encouragement. A discussion of longer-term benefits covers results of a survey sent to 28 participants and returned by 24. These results are discussed with respect to administrative action, leadership roles, collegial support, and reflections on newsletters and meetings. Part 3 examines other peer-assistance programs being developed in Australia and how they compare with PAL(A), and it looks at current research in this area. An appendix contains study questionnaires. Contains 10 references. (JB)

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THE IMPLEMENTATION OF PEER-ASSISTED LEADERSHIP IN AUSTRALIA: A MEANS OF SPANNING THE CHASMS THAT DIVIDE.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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March, 1995.

Peer-Assisted Leadership (PAL) as a means of professional support and development for principals, has been implemented in Australia within the independent school sector. In 1993, a group of fourteen principals from these schools participated in a modified version of PAL, PAL(A), devised by Ginny Lee, Director of the PAL Program at the Far West Laboratory for Educational Research and Development, San Francisco. Since then, a number of other principals have also participated in this program.

This paper has three foci. The first focuses upon the modifications and the implementation of PAL(A). The second focuses upon the immediate and longer-term benefits of this program as reported by the first two groups of participants. The third focus is an examination of other peer-assistance programs being developed in Australia and how these compare with PAL(A); in particular, it considers research currently being conducted by Associate Professor Laurie Brady at the University of Technology, Sydney.

PART 1

1.1. The Background:

The 1990s has seen considerable attention devoted to the professional development of principals in Australian schools. In December 1991, for example, the Australian Government's Department of Employment Education and Training (DEET)

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"established the National Project on Leadership and Management Training for Principals to examine the availability and resourcing of quality professional development for principals in a period of rapid and extensive change in education" (Zbar, 1994:4). In June, 1993, an Australian Principals Association Professional Development Council (APAPDC), also initiated by DEET, was established to bring together principals from the three major sectors of schooling across Australia — Government, Catholic and Independent — *inter alia*, to advise on the provision of professional development of principals and on the quality of proposed programs.

The formation of APAPDC is significant in another respect. Cross sectoral collaboration and representation are rare in the Australian scene. Possibly the alliance of all principal associations is DEET's way of acknowledging the pivotal role of the Principal in managing the changes it is foreshadowing in education irrespective of the type of school. Certainly the independent sector has had to rely on its own funds previously to provide inservice for its own principals and seldom have principals from other sectors joined with them.

1.2. PAL in Australia:

At the October 1991 biennial conference of the Association of Heads of Independent Schools of Australia (AHISA), Diana Bowman, the Head of SCEGGS Darlinghurst in Sydney (N.S.W.), presented a paper articulating the need for the professional and personal support of principals (Bowman, 1991). She argued that part of the role of principals is to provide professional development and appraisal for the staff in their care in order to improve the effectiveness of schools and enhance the teaching/learning process. Principals also encourage collegiality among their staff so that teachers can be supported both professionally and personally. The principals themselves, however, are peerless within their schools and occupy singular positions. Their work with its pressures and complexity, is not at all understood by either their "subordinates" (their staff) or their "superordinates" (their governing bodies).

In her paper, Bowman discussed three programs that could provide systematic and coherent professional development for principals and which involved peer-support from other heads. Among these was PAL, a program she had investigated briefly during a visit to the Far West Laboratory in 1992.

Beavis and Bowman had met from time to time to discuss matters of mutual interest, and they agreed to collaborate in order to attempt to implement some of the ideas Bowman was investigating: in particular, they agreed to form a peer-partnership as indicated in PAL. With support from the Association of Independent

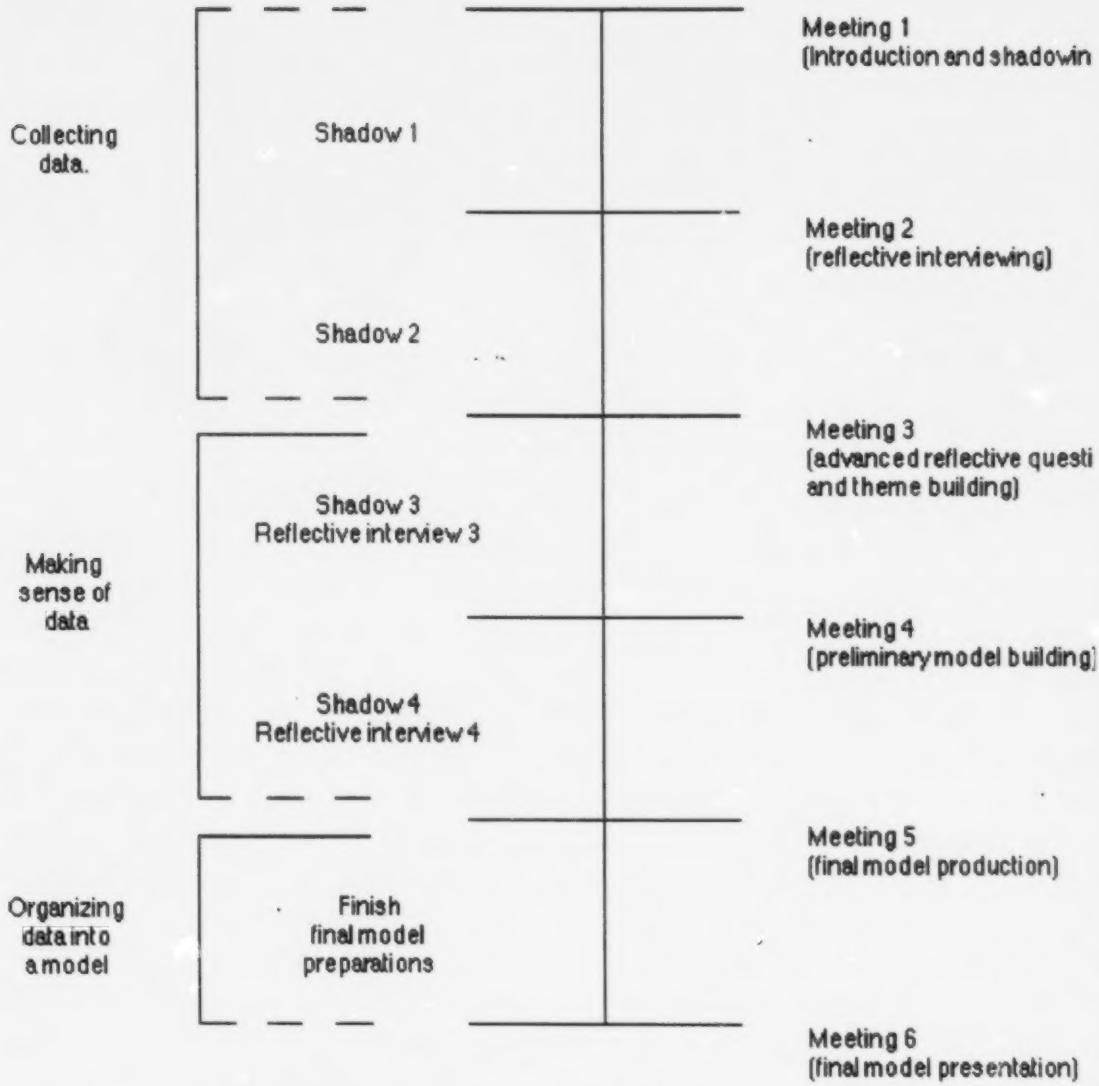
Schools, Bowman arranged for Ginny Lee, whom she had met in California, to come to Australia to conduct a workshop in the PAL program for a group of principals. Bowman canvassed support from colleagues in AHISA with the result that fourteen of the principals of independent schools in NSW and Victoria (the First XIV, as one member called them) met for a three day workshop in March, 1993. Lee flew to Australia to conduct the training in an adaptation of the Peer-Assisted Leadership Program (PAL(A)) which she had developed to meet the needs of this group.

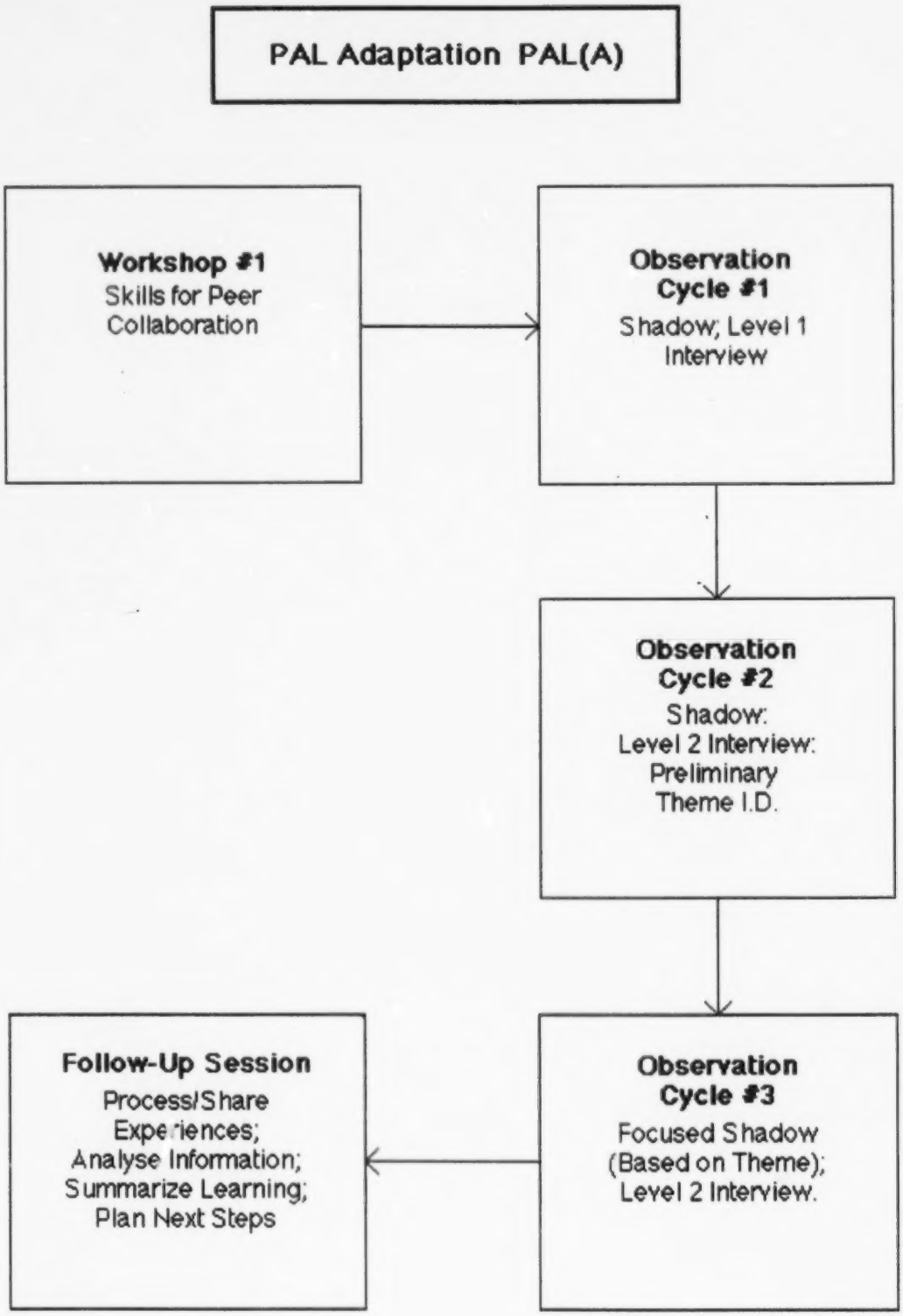
1.3. PAL and PAL(A):

A brief outline of the differences between PAL and PAL(A) may be helpful. According to Barnett (1989:49), the program is designed to operate for a full year. There are six training sessions, the first three of which are full day sessions and the second three, half day sessions. Interspersed among these sessions, the principals (in peer partnerships) shadow one another, conduct reflective interviews, and construct models depicting the important features of their partners' leadership. There are three overlapping phases in the program. During the first, the partners collect data by means of two shadowing cycles and two reflective interviews. During the second phase, they make sense of the data by two further, more focused shadowing cycles and two "level 2" reflective interviews. During the third phase, they organize data into models for presentation to their partners and their group (Figure 1). The collection and analysis of the data is guided by a particular framework of leadership, the General Framework of Instructional Leadership, which was developed in the original research project out of which PAL developed.

Essentially, Lee made two modifications to this original PAL program. The first was to condense the training in the skills of shadowing and reflective interviewing and the instruction on the General Framework of Instructional Leadership, into a three-day residential workshop prior to the program being implemented by the partners. As large distances separated some members of the group the original PAL timetable with its six meetings would have been quite impractical. Several partenships involved schools some 900km apart. The second modification was to truncate the program so that it came to "conclusion" with the early stages of model production (*viz*, theme diagramming) rather than the production of final leadership models. This final stage was carried out at a second one-day workshop following the completion of the three cycles of shadowing and reflective interviewing.

FIGURE 1: TIME-LINE OF PAL




PAL Adaptation PAL(A)
Workshop #1
Skills for Peer Collaboration
Observation Cycle #1
Shadow; Level 1 Interview
Observation Cycle #2
Shadow:
Level 2 Interview:
Preliminary Theme I.D.
Observation Cycle #3
Focused Shadow (Based on Theme);
Level 2 Interview.
Follow-Up Session
Process/Share Experiences;
Analyse Information;
Summarize Learning;
Plan Next Steps

1.4. The Reality:

Following the three days of preparation in March 1993, Bowman and Beavis received an additional day of training so that they could conduct the final session for the First XIV in October 1993, the session at which the theme diagrams would be developed and presented. They then undertook the program as modified by Lee for Australian conditions.

Because PAL(A) does not have regular meetings of the whole group interspersed throughout the program, Bowman and Beavis produced a newsletter, *PAL Penfriends*, through which the members of the group could keep in touch and benefit from one anothers' experiences. *PAL Penfriends* served if anything to bring the group even closer together. Participants felt free to express their initial anxiety about the potential "intrusiveness" that an observer could have on their school routine or their desire to affirm after stressful situations. Lightheartedness and humour also prevailed. One observer recorded a hilarious interview between her partner and a member of the resident staff about the number of buns the boarders should be allowed to eat. Insightful accounts enabled participants to think more clearly about their own role as prinicpals by seeing it through the experiences of other members of the group as well as their partner's. The number of contributions to *PAL Penfriends* by the First XIV is evidence of their commitment to PAL(A) and the emergent collegiality of the group.

PART 2.

2.1. The Immediate Benefits:

No formal research has been conducted into the immediate benefits of PAL(A), nevertheless, a number of matters were reported in the articles in the newsletters that are worth noting and considering.

2.1.1. Observing and Being Observed:

First, while it was recognised that the role of observer is complex and multi-faceted, many positive outcomes were reported for both observer and the one being observed. An interesting reflection reported by one principal was that principals are being observed by many parties within their schools all of the time and the presence of an "observer" gives some legitimacy to those other observations. One of the positive outcomes of being an observer which was reported by many of the principals was that they gained valuable insights into the role of principal and into the

functioning of schools. They gained a broader perspective on their roles and possible patterns of leadership. One principal reported surprise at the degree of commonality in the task of principals in spite of significant differences in the natures of the schools in which they functioned. Another noted that by observing a principal in a school of a different character from her own, paradoxically, she was able to see more clearly the similarities. Yet another was "awed and fascinated" by the volume, diversity and complexity of the work of principals and their role.

There were also positive outcomes reported for those being shadowed. One principal noted that the presence of an observer brought a new perspective on the matters at hand. Another noted that being observed brought an acknowledgment of the degree to which principals are performers and drew attention to the "performance language" which is often associated with the role of principal. For another there was a sense of amazement in the fact that principals could perform complex tasks in the presence of another and she saw this as an expression of the uniqueness of the relationship that developed between partners.

2.1.1.1. Reflexive Leadership;

All of this raises the question of the *nature* of the professional development that PAL (in whatever form) provides. It is Beavis's view that a very significant feature of Peer-Assisted Leadership is its ability to provide a means for individuals to function at a second-order. The import of second-order (or reflexive) functioning in contemporary society is beyond the scope of this paper. By functioning reflexively, however, leaders are able to include themselves in the their own fields of observations. Such functioning offers means of dealing with the second-order problem of not seeing (not being aware) that in first-order functioning there are things that cannot be observed (*cf.* the blind spot in monocular vision). These problems need to be processed by second-order means and PAL is such a second-order means for principals to observe those things about their own leadership behaviour that otherwise they cannot see (or rather, that they cannot see that they cannot see!). Loader (*PAL Penfriends* No. 4) expressed something of this *un*awareness of a Principal's *in*ability to see when he wrote:

> . . . the major value of PAL was something totally unexpected. I stumbled on it. After the first report back session, I was reflecting on how many major events happen when there is an observer in the school. . . . What a coincidence was my first thought. However, from later reflection I drew the conclusion that there are many such dramatic incidents in our daily lives. Because of their frequency, we see them as normal. . . . we come to believe that is what constitutes a normal life for a Principal.

2.1.2. Refreshment:

A second immediate benefit reported by many was the refreshment that the process provided. One principal was "invigorated and comforted" by the visits of her partner. She enjoyed being shadowed and the sense of collegial support it produced. Another reported this collegiality as an "unexpected benefit". It was reported as being an experience of great value which, for one participant, led to the experience of "a world yet only dreamed of."

In spite of these very positive outcomes, for many the process began in apprehension. There was nervousness and even stage fright, as well as a sense of intrusion at having a shadow. Nevertheless, these feelings seemed eventually to be replaced with relaxation, satisfaction and reward.

2.2. Longer-Term Benefits:

Participation in PAL(A) required considerable commitment on the part of those involved. For most principals, it added significantly to an already heavy work load, so the question naturally arises: Was it worth the effort? Was this an effective method of in-service training for principals? Did it have lasting effects or was it only effective in the implementation stage? Research conducted in the USA by Barnett and Mueller (1989) indicated that, in its original form, PAL is indeed effective in certain domains and it can have lasting effects. Their research particularly focussed upon three domains: (i) leadership and administrative actions, (ii) perspectives on the leadership role, and (iii) collegiality and group support.

Barnett and Mueller drew their conclusions from a survey they conducted among seventy-five American elementary and secondary principals and vice-principals who had participated in PAL over a three year period.

2.2.1. The Australian Survey:

Rather than "reinvent the wheel", it was decided to use the Barnett and Mueller survey instrument as the basis for a survey among the twenty-eight principals who, at the time, had completed the program in Australia (see Appendix). These fall into two clearly defined groups of fourteen — a "First XIV" and a "Second XIV". The former participated in PAL(A) between March and October 1993, and the latter between March and November 1994. While only the former could be said to display any lasting effects, the inclusion of both within the survey provided some opportunity to investigate any differences between the two groups.

The instrument used in this survey was not identical with that of the American study. For one thing, some of the terminology was changed to ensure clearer meaning for Australian educators. Furthermore, some additional items that were of particular interest to the writers were included in some of the sections. Nevertheless, it followed the same basic design of the Barnett and Mueller study and investigated the three domains of administrative actions, perspectives on leadership role, and collegial involvement and support. An additional section was added to investigate
(i) perceptions of the difference between PAL in its original form and PAL(A), and
(ii) the influence of a newsletter produced during the shadowing cycles.

All twenty-eight participants in the First and Second XIVs of PLA(A) were circulated with a questionnaire (together with sachets of tea and coffee to ease the burden of yet another survey!) and an addressed envelope for ease of reply. For the most part, the survey was designed to be "user-friendly" with a series of statements requiring responses on a four-point scale. Twenty-four responses were received: this represents a very high response rate of eighty-six percent.

2.3. Results:

Tables 1 to 3 summarise agreement ratings to the specific items listed in each of the domains together with the overall influence of PAL(A) upon that domain. In each of the domains, Part 1 of the questionnaire consisted of a number of items with which respondents were asked to indicate either agreement of disagreement on a four-point scale from "strongly agree" to "strongly disagree" with strong agreement scored as one and strong disagrrement as four. The response scores for the entire group (as well as those for the First XIV and the Second XIV) were then averaged so that a measure of overall agreement could be determined. A score of less than 2.5 indicates a bias towards agreement while one greater than 2.5 indicates a bias towards disagreement.

Similarly, the scores for indications of influence were on a four point scale from "strong influence" to "no influence" and again, an average score less than 2.5 indicated a measure of positive influence and one greater than 2.5 indicated little influence.

Comparisons were made between the agreement ratings and influence scores for the First and Second XIVs. In each case, it was assumed that the variables would be normally distributed and the statistic 'z' (normally distributed with mean 0 and variance 1) was calculated and used to determine if there was any statistically significant difference between the means of the two groups.

2.3.1. The Administrative Action Domain:

TABLE 1: RESPONDENT'S AGREEMENT RATING AND DEGREE-OF-INFLUENCE SCORES FOR THE ADMINISTRATIVE ACTION DOMAIN.

COMPONENT	1. AGREEMENT RATING				2. DEGREE OF INFLUENCE			
GROUP	N	MEAN SCORE	S.D.	SIGNIFICANT COMPARISONS	N	MEAN SCORE	S.D.	SIGNIFICANT COMPARISONS
(A) 1st XIV	12	2.02	0.71		12	1.75	0.62	
(B) 2nd XIV	12	2.04	0.76	no sig diff.	12	2.00	0.45	no sig diff.
(C) WHOLE GROUP	24	2.03	0.73	—	23	1.87	0.55	—

The agreement ratings (being less than 2.5) indicate a measure of agreement with the proposition that PAL(A) has made a difference to the principals' administrative actions. The degree of influence scores indicate that it has had a reasonably strong degree of influence in this domain. Among the specific items in this domain, agreement was strongest with statements indicating an increase in the use of reflection in principals' own behavicur and the use of reflective interviewing with others. There was also strong agreement with the statement indicating the application of shadowing techniques with other staff, and several principals have established particular programs in this regard. Agreement was least with the statement that implied that principals shadowed other staff. Shadowing programs appear to be more at the "peer" level.

Among the other behaviours listed in the free responses for this domain were indications that principals were more ready to consult; more aware of relationships with others in the school; more accepting of differences in style; more analytic about their everyday routines and their work; more aware of how they were spending their time; and more ready to express concern about the use of their time.

In this domain, there appears to be no significant difference between the two groups indicating no significant decline of influence over time.

2.3.2. The Leadership Role Domain:

TABLE 2: RESPONDENT'S AGREEMENT RATING AND DEGREE-OF-INFLUENCE SCORES FOR THE LEADERSHIP ROLE DOMAIN.

COMPONENT	1. AGREEMENT RATING				2. DEGREE OF INFLUENCE			
GROUP	N	MEAN SCORE	S.D.	SIGNIFICANT COMPARISONS	N	MEAN SCORE	S.D.	SIGNIFICANT COMPARISONS
(A) 1st XIV	12	1.81	0.98		12	1.67	0.49	
(B) 2nd XIV	12	2.04	0.74	no sig diff.	12	1.82	0.60	no sig diff.
(C) WHOLE GROUP	24	1.92	0.69	—	23	1.74	0.54	—

The data concerning the principals' perspectives on their leadership role indicate reasonably strong agreement that PAL(A) has been effective in altering their perspectives and that it has had a strong influence on them in this domain. There was quite strong agreement with the statement that PAL(A) had been a significant means of professional growth and that it had altered their perception of their isolation from their peers. Generally, principals agreed that they felt more confident in their abilities.

The area of concern for principals is time-management and there is little agreement that PAL(A) has assisted them to develop better skills in this area. The open comments, however, suggest that they are more conscious of their time problem and are dealing with it more reflectively.

Among the other actions listed in the free responses were a recognition that other principals face similar problems and have self-doubts; recognition that there are other legitimate and effective ways of doing things; and that PAL(A) enabled the development of a "better sense of proportion". There is evidence of greater self-awareness, self-criticism and self-confidence. One principal noted that, in spite of the fact that he had been in the role for ten years, this was the first occasion an attempt had been made to assist him in the role.

PAL(A) has been a strong influence in the lives of many of the participating principals in the leadership role domain and, with no significant differences in the responses of the two groups, the passage of time seems not to have dimmed that recognition.

2.3.3. The Collegial Support Domain:

TABLE 3: RESPONDENT'S AGREEMENT RATING AND DEGREE-OF-INFLUENCE SCORES FOR THE COLLEGIAL SUPPORT DOMAIN.

COMPONENT	1. AGREEMENT RATING				2. DEGREE OF INFLUENCE			
GROUP	N	MEAN SCORE	S.D.	SIGNIFICANT COMPARISONS	N	MEAN SCORE	S.D.	SIGNIFICANT COMPARISONS
(A) 1st XIV	12	1.84	0.52		12	1.33	0.49	
(B) 2nd XIV	12	1.81	0.80	no sig diff.	12	1.42	0.51	no sig diff.
(C) WHOLE GROUP	24	1.82	0.67	—	25	1.38	0.49	—

There was strong agreement with the specific statements relating to the ongoing collegiality and support principals had experienced as a result of their involvement with PAL(A), and the influence of PAL(A) in this domain was very strong. Although statistically there is no significant difference in the results of the two groups, from the open comments, it is evident that the second group did not feel the same group affinity as the first even during the formal program. As one respondent from the second XIV stated: "Powerfully influenced in working with own partner but group influence stopped at Coffs Harbour [— the location of the three-day workshop]." Another said: "The collegiality and support have been with my partner, not with the group."

Two (or possibly three) factors seem relevant in explaining this finding. The first is that the members of the First XIV have maintained some form of ongoing contact including a meeting some eleven months after the completion of the formal process. Furthermore, arising from that latter meeting, they participated in a group exercise several months before the survey was conducted (in fact, at almost the same time as the Second XIV came to closure). The second relevant factor is that during the implementation period, the First XIV produced a regular Newsletter (*PAL Penfriends*)

of four editions which kept them in touch with one another and kept them appraised of the progress of various partnerships within the group. The same did not occur with the Second XIV. They produced one Newsletter, but it was rather late in the process.

Could a third factor be that Ginny Lee, the Director of the Program in San Francisco, trained the first group herself while the second group was trained by the writers, Beavis and Bowman, who had only just qualified as trainers? It may be possible to ascertain this later in the year when two more groups, also trained by Beavis and Bowman will be given the same survey on completion of the program.

2.3.4. Of Newsletters and Meetings:

The second factor is confirmed to some degree in the fourth section of the survey which dealt with two specific matters — a comparison between the original PAL format and PAL(A), and the influence of the Newsletter produced by each group. In relation to the Newsletter, the measure of influence for the First XIV was 1.70 (SD 0.67) and for the Second XIV, 3.25 (SD 0.75). This means that for the First XIV the Newsletter was a strong influence but for the Second XIV it had little or almost no influence (this difference was significant at the 1% level of significance). One member of the First XIV commented: "In effect the Newsletter helped to keep us on task and focussed. It helped to compensate for the loss of 'six meetings'." On the other hand, comments from the Second XIV included: "What Newsletter? 2nd XIV didn't contribute sufficiently to produce one." "Only had Newsletter very late in process."

The questionnaire reminded respondents about the original "six meeting" model of PAL and asked them whether they would have been able to participate in such a program. The two groups differed in their responses. The Second XIV were almost evenly divided on this issue whereas a majority of the First XIV indicated a preference for the PAL(A) model. Among the factors cited as advantages of the "six meeting" model were: stronger group contact and rewards from the group dynamics; continuous building and modification of techniques and skills; better understanding of the process; better congruence between theory and practice; more time to share with colleague.

Among the factors cited as disadvantages of the "six meeting" model were: the impracticality of interstate travel (cost and time); the difficulty of fitting yet more meetings into a busy schedule; and the "danger of overkill". There were also indications of advantages of the PAL(A) model with its initial workshop that would have been missed in the "six meeting" model. These included: "the joy and collegiality of being away together for a few days", being away from school removed possible

distractions and enabled a better focus on PAL(A), and the opportunity to mix with interstate principals.

PART 3.

As noted above, the need for professional developments for Australian principals has been recognised by a number of agencies. The Australian Government recognised this need in the establishment of the APAPDC, the first specialised organisation of principals with the purpose of professional development. The programs of the APAPDC are specifically orientated towards the development of practice rather than focusing upon theory and opportunities for "work shadowing" are included among its priorities. Indeed, in this context the work of Barnett (1990) and Lee (1991) and the PAL program of the Far West Laboratory For Educational Research and Development are specifically mentioned.

Academics have also recognised this need for professional development of principals and several have incorporated peer-assisted leadership programs into their teaching and research. Prof. A.Ross Thomas at the University of New England, and Prof. Laurie Brady at the Univerity of Technology, Sydney, are two such academics who incorporate peer-assistance within their programs.

3.1. The Brady Research:

The work of Brady (1993, 1994(a), 1994(b)) is of particular interest in that he has researched the efficacy of peer-assistance as a means of professional development among some Government school principals. In the first project conducted in 1993, "peer-assistance by shadowing", Brady arranged for principals to observe each other for two consecutive days following which they discussed their observations with each other and then evaluated the process (Brady,1993:20). The following year, as a result of the outcomes of the 1993 study, he refined his model by including prior training and by matching principals by age, school-type and experience (Brady, 1994).

The results of Brady's research show that peer-assistance of this nature is considered to be very effective as a means of professional development for principals. Overall, the participating principals in the 1994 project rated it on average at 4.33 on a five-point scale and they reported benefits in terms of the affirmation it provides; the possibility of information transfer; the experience of another school; the generation of ideas; the provision of time for reflection; the encouragement of self-disclosure; the realisation that principals do similar work and have similar problems; the demonstration to other staff of a model of professional development.

Nevertheless, Brady acknowledges that models "more consistent with PAL are more desirable as on-going professional development" (Brady, 1994:10), and the writers have several concerns arising from the Brady approach. The first is that by taking only selected elements from the PAL program, he is disturbing the integrity of the program itself and the benefits of PAL as a means of professional development may be less effective and may even be placed in jeopardy. When vital elements are omitted, a lesser experience may be the result. For example, the omission of a guiding framework (such as PAL's General Framework of Instructional Leadership) resulted in Brady finding that there was a need in his model to "standardise observations and the format for feedback" (Brady, 1994).

Second, programs such as these often incorporate assumptions other than those undergirding the original program. In the case of the Brady model, by taking a particular view of the principal, *viz.*, that provided in the document "The Role of the Principal in the Public School System" (New South Wales Department of School Education), there is conflict with the PAL assumption that there is not one way to be an effective leader. Further, the emphasis on evaluation in the Brady model, and the evidence of praise and criticism, is quite contrary to the non-evaluative stance of PAL.

3.2. A Comparative Example.

In relation to the efficacy of alternative models, an interesting observation was made by two partners in the First XIV. They had attempted something akin to the Brady model prior to their participation in PAL(A). They had heard Bowman speak in 1991 and decided to implement their own shadowing and interviewing. They had therefore experienced "peer-assistance by shadowing" prior to the workshop of PAL(A). They report, however, that their experience following the workshop was significantly different and had more to offer in terms of professional growth: and this in spite of some initial scepticism on the part of one of the partners as a response to the "Americanness" of the workshop! It should be noted that, having heard Bowman address PAL, their initial shadowing visits were (in the words of one of the partners) "more than just occasions of visiting another school." They had grasped some understanding of what was required and their observation techniques were heading in the direction of PAL(A), but their training extended their observation techniques and enabled them "to observe many cues overlooked in their earlier visits." And they learnt to be more objective in their observations and not to filter them through such categories as good/bad, weak/strong, puzzling/intriguing, *etc.* What they found that they would not have achieved without training was the reflective interviews. This is a specialized technique that is "difficult to understand" and required training. As was

noted above in the Brady study, they found that without this training, there was a "tendency to evaluate".

—oOo—

4. Conclusion:

Peer-Assisted Leadership (PAL(A)) has much to offer Australian principals by way of professional development and spanning many chasms. It can span the chasm of distance and the differences that this produces by enabling partnerships between distant schools to form and function effectively. It can span the chasm of professional isolation and enable principals to benefit from the support of their colleagues. It can span the chasm of "independence" and allow principals of independent schools to relate more meaningfully with their colleagues within the sector. It can span the chasm of the differences that exist between schools (single-sex/co-educational, large/small, boarding/day, *etc.*) enabling each to benefit from the other. It can span the various sectors of Australian education (State, Independent and Catholic) enabling a healthy cross-fertilisation.

The importance of the integrity of the program, however, needs to be stressed and any modifications that are made to PAL must ensure that vital elements are not omitted or basic PAL assumptions contravened.

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APPENDIX

NAME: _____

DATE: _____

ADMINISTRATIVE ACTIONS

Part 1. Read each item and circle the number that best represents your feelings about how PAL(A) has been responsible for influencing your subsequent actions as a Head.

As a result of your involvement with PAL(A):

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I am more likely to try new approaches when solving problems.	1	2	3	4
I am more likely to incorporate non-evaluative shadowing techniques in my observations of staff.	1	2	3	4
I am more likely to use reflective interviewing strategies in working with staff, parents or students.	1	2	3	4
I am more likely to have staff members observe and/or provide feedback to one another.	1	2	3	4
I am more likely to shadow another staff member.	1	2	3	4
I am more likely to reflect upon my actions.	1	2	3	4

Part 2. Besides the behaviours listed in Part 1, list any additional actions you have taken as a result of PAL(A). (Please continue on back if necessary)

Part 3. Please rate your overall impression of how PAL(A) has influenced your subsequent **administrative actions** by circling the number that best represents your feelings.

STRONG INFLUENCE	MODERATE INFLUENCE	LITTLE INFLUENCE	NO INFLUENCE
1	2	3	4

Why do you feel this way? (Please continue on back if necessary)

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PERSPECTIVES ON LEADERSHIP ROLE

Part 1. Read each item and circle the number that best represents your feelings about how participating in PAL(A) has been responsible for influencing your subsequent perspectives of your leadership role.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I am more conscious of the consequences of my leadership actions.	1	2	3	4
I feel I manage my time more effectively.	1	2	3	4
I am more confident in my ability as a leader.	1	2	3	4
I am more capable of assessing goals and objectives.	1	2	3	4
I feel less isolated from peers.	1	2	3	4
I feel the General Framework of Leadership gives me a clearer understanding of my leadership role.	1	2	3	4
I feel that PAL(A) provided a significant me with a significant means for professional growth as a leader in my school.	1	2	3	4

Part 2. Besides the perspectives listed in Part 1, list any additional ways that participating in PAL(A) has affected your views about your leadership role.

Part 3. Please rate your overall impression of how being in PAL(A) has influenced your own perceptions of your **leadership role** by circling the number that best represents your feelings.

STRONG INFLUENCE	MODERATE INFLUENCE	LITTLE INFLUENCE	NO INFLUENCE
1	2	3	4

Why do you feel this way?

COLLEGIALITY AND SUPPORT

Part 1. Read each item and circle the number that best represents your feelings about how participating in PAL(A) has been responsible for influencing your subsequent involvement with members of your original PAL(A) group.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I am more likely to contact my partner to discuss issues affecting myself.	1	2	3	4
I am more likely to contact my partner to discuss issues affecting my partner.	1	2	3	4
I am more likely to plan a project with members of the original group.	1	2	3	4
I am more likely to inform members of the original group about a program or practice that I am using.	1	2	3	4
I am more likely to call upon members of the original group for assistance.	1	2	3	4
I am more likely to meet with or visit members of the original group.	1	2	3	4
PAL(A) has the potential to encourage openness and sharing among the wider community of heads.	1	2	3	4
I am more likely to work with members of the original group to influence practice among heads of independent schools.	1	2	3	4

Part 2. Besides the interactions with the original group listed in Part 1, list any additional ways that participating in PAL(A) has affected your involvement with your colleagues

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Part 3. Please rate your overall impression of how being in PAL(A) has influenced the degree of collegiality and support you experience with your peers by circling the number that best represents your feelings.

STRONG INFLUENCE	MODERATE INFLUENCE	LITTLE INFLUENCE	NO INFLUENCE
1	2	3	4

Why do you feel this way?

OTHER MATTERS

In its original form, PAL requires attendance at six meetings interspersed among the shadowing/reflective interviewing cycles over a period of twelve months. Would you have been able to participate in such a program? YES/NO

IF YES What do you perceive as the advantages of such a format?

IF NO What do you perceive as the disadvantages of such a format?

How do you rate the contribution made by the Newsletter produced during the observation cycles in influencing the success or otherwise of your experience of PAL(A)?

STRONG INFLUENCE	MODERATE INFLUENCE	LITTLE INFLUENCE	NO INFLUENCE
1	2	3	4

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE AND SHARING WITH US YOUR VIEWS AND FEELINGS.

Please place completed questionnaire in the envelope provided and drop it in the post.